

# INSPECTION REPORT

## **St John the Baptist CE Primary School**

Colwick, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122787

Headteacher: Mr. A. Cassidy

Lead inspector: Mr. M.J.Johnstone

Dates of inspection: 29.11.04 – 01.12.04

Inspection number: 272040

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	143
School address:	Vale Road Colwick Nottingham
Postcode:	NG42ED
Telephone number:	0115 9115599
Fax number:	0115 9871693
Appropriate authority:	The governing body
Name of chair of governors:	Christine Drake
Date of previous inspection:	26 <sup>th</sup> June 2000

## CHARACTERISTICS OF THE SCHOOL

St John the Baptist is a voluntary aided Church of England School situated in Colwick, a semi-urban area to the east of Nottingham. The school is smaller than other primary schools with 143 (72 boys and 58 girls) who attend full-time and 13 who attend part-time. The children who attend part-time join the ten children in the Reception class for up to 3 afternoons per week. In the area served by the school, there is a mixture of rented and owner-occupied housing. Over the past two years, most children have joined the school with attainment that is generally below average, although the full range of ability is present. The percentage of pupils known to be eligible for free school meals is around the national average. About five per cent of the pupils are from a variety of minority ethnic backgrounds. There are no pupils at the early stages of English language acquisition. The percentage of pupils identified as having special educational needs (24%) is similar to the national average but has increased markedly since the previous inspection. The main areas of need relate to moderate learning difficulties, speech and communication and social, emotional and behavioural difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	The Foundation Stage Art and design Geography History Physical education English as an additional language
9545	Kevin Greatorex	Lay inspector	
18568	Mary Sinclair	Team inspector	Mathematics Science Information and communication technology Design and technology
21190	Keith Edwards	Team inspector	English Personal, social, health education and citizenship Music Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school is emerging from a period of decline and now **provides a satisfactory education** with good capacity for further improvement. Teaching and learning are satisfactory overall with some good and very good teaching observed. The headteacher leads the school well and is supported effectively by the governors. Parents are pleased with the progress made over the past year and pupils are happy to come to school. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses

- Standards at the end of Year 6 are above average and pupils generally achieve well
- The headteacher provides good leadership and is moving the school forward at a good pace, although promising new developments are not yet embedded in the work of the school
- Teaching is particularly effective in the class for Reception and Year 1 children and in the class for Year 5 and 6 pupils
- Standards in mathematics at the end of Year 2 and in information and communication technology (ICT) at all stages are not high enough
- All who work in the school are committed to improvement and work together well
- In Years 1 to 6, key skills are not developed well enough in subjects other than English, mathematics and science
- Pupils have good attitudes to learning and behave well

Since the school was last inspected in 2000, overall improvement has been satisfactory. The rate of improvement has increased markedly over the past year and has been very good. Standards are now higher and leadership and management are more effective. Teaching is better and leadership roles are clearly defined. Provision for pupils with special educational needs (SEN) has improved and there is good information provided for parents. There is still work to be done to develop literacy across the curriculum and improve standards in ICT.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools by prior attainment
	2002	2003	2004	2004
English	C	E	A*	A*
Mathematics	E	E	A	A
Science	D	E	A	A

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

*\* indicates that the school is in the top five per cent of the category*

From 2001 to 2003 pupils made unsatisfactory progress and underachieved. Since then there has been an improvement in teaching and leadership and management which has led to rapidly improving standards and generally **good achievement**. While the full range of ability is present, most children enter school with below average attainment. With consistently good teaching, most children are on course to at least reach the expected goals in all areas of their learning by the end of the Reception year. By the end of Year 2, standards are now average in reading, writing and science and pupils' achievements are satisfactory. In mathematics, however, pupils' achievements are unsatisfactory and

standards remain below the national average. In the 2004 national tests for pupils at the end of Year 6, standards were well above average in English, mathematics and science and well above the standards attained in similar schools. Inspection evidence indicates that current standards for pupils in Year 6 are above rather than well above average in the three subjects since there are fewer high ability pupils in the group. Standards in ICT are well below the national average. Some good work was seen in art and design and dance.

Pupils have good attitudes to learning, enjoy school and work hard. **The spiritual, moral, social and cultural development of the pupils is satisfactory** with strengths in moral and social provision. The attendance rate is above the national average and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory overall but improving at a good pace. Teaching and learning are satisfactory overall.** There was some very good teaching in the mixed age classes for Reception and Year 1 and Years 5 and 6 where all pupils achieve well. The teaching of English and mathematics is mostly good in Years 3 to 6 but the teaching of mathematics is unsatisfactory in the class for Year 1 and 2 pupils. There are significant weaknesses in the teaching of ICT. Pupils with SEN are taught well. Classroom assistants provide very effective support for all pupils, including the Reception children and pupils with SEN. All teachers plan their work well, relationships are good, lessons are usually stimulating and pupils work hard. Assessment is good in English, mathematics and science but underdeveloped in other subjects.

The curriculum is satisfactory overall and good in the Reception class (Foundation Stage). There is good provision for pupils with SEN. and for pupils' personal and social education. In subjects other than English, mathematics and science, experiences are sporadic and this leads to breaks in the continuity of learning. Accommodation is good and resources adequate. Standards of care and links with parents and the community are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher provides effective leadership and management. He has high aspirations for the school and has been instrumental in initiating rapid improvement in school development and teamwork. Good monitoring procedures are now taking place and these need to be rigorously evaluated and maintained. Governance is good. Governors fulfil their statutory duties and are having an increasingly influential role in school improvement.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are pleased with what the school now offers. Pupils enjoy school, feel safe and secure and have good relationships with all adults in the school. The school is working successfully to address the concerns of some parents with regard to information about their children's progress and how well the school seeks their views. Pupils are having an increasingly effective voice in school development.

## **IMPROVEMENTS NEEDED**

To improve achievement and raise standards higher the school needs to:

- ensure that the promising new initiatives are evaluated and monitored rigorously so that they become embedded in the work of the school
- raise standards and the quality of teaching in mathematics in Year 2 and in ICT across the school
- In subjects other than English, mathematics and science, ensure that key skills are developed progressively from year to year



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

By the end of Year 6, standards are above the national average in English, mathematics and science and pupils achieve well. By the end of Year 2, standards in reading and writing are average but in mathematics they are below average and not high enough. At all stages, standards and pupils' achievements in information and communication technology (ICT) should be much higher.

#### **Main strengths and weaknesses**

- Pupils of all abilities achieve well in the mixed Reception and Year 1 class and in Years 5 and 6
- In the Foundation Stage, children achieve particularly well in their personal, social and emotional development and in communication, language and literacy
- When receiving additional teaching support, pupils with special educational needs (SEN) achieve well
- Standards in ICT are well below average and pupils underachieve
- By the end of Year 2, pupils do not achieve as well as they should in mathematics

#### **Commentary**

1. While the full range of ability is present, attainment on entry to the Foundation Stage has gradually declined over the past couple of years and is now below average. The school's assessment systems have improved and more children with learning difficulties are being identified early. This enables the school to deal effectively with any difficulties. With consistently good teaching by the relatively new teacher and all the adults who work in the class, all children achieve well. Most children are on course to achieve the early learning goals in mathematical development, knowledge and understanding of the world and in their physical and creative development. In their personal, social and emotional development and in communication, language and literacy, children achieve very well and are on course to exceed the goals set for them. This very strong base for subsequent learning is a key factor in the capacity the school has for continuing improvement.
2. In the 2004 National Curriculum tests in Year 2, standards in reading and writing were similar to the national average and were comparable to standards found in similar schools. This shows improvement on the standards in 2003, which were well below average in the two subjects, and represents satisfactory achievement. While there has been some improvement in mathematics between 2003 and 2004 and standards have risen from well below to below average, standards remain well below those found in similar schools and pupils should be doing much better. Standards in science are broadly similar to the national average and achievement is satisfactory. There has been an upward trend in the school's overall results over the past year but since the previous inspection the trend has been below the national trend.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	15.8 (13.8)	15.8 (15.7)
Writing	15.1 (13.2)	14.6 (14.6)
Mathematics	15.6 (15.0)	16.2 (16.3)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

3. In the 2004 National Curriculum tests for pupils at the end of Year 6, standards were well above average in English, mathematics and science and well above the standards attained in similar schools. Results in English were in the top five per cent of schools nationally. This represents significant improvement on the 2003 results, which were well below the national average in all three subjects. Improvement has been brought about by;
- greater stability in staffing, after a difficult two years and the teamwork and commitment of all who now work in the school
  - much improved leadership from the headteacher who was appointed eighteen months ago
  - very good support from the local education authority
  - good tracking and analysis of weaknesses in learning
  - targeted additional support for the Year 6 pupils
4. These too are key factors in the good capacity the school has for further improvement. Inspection evidence indicates current standards for pupils in Year 6 are above rather than well above average in the three subjects since there are fewer above average pupils in the group and the group is much smaller than in 2004. Inspection evidence and analysis of the tracking data for pupils in the present Year 5 indicates that current standards are likely to be maintained. The large upturn in results between 2003 and 2004 has lifted the overall trend in results to above the national trend, although prior to this it was generally below. Girls have tended to outperform boys in tests by the end of Year 2 but by the end of Year 6, there is no significant difference in performance.

### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	30.7 (23.8)	26.9 (26.8)
Mathematics	29.3 (24.3)	27.0 (26.8)
Science	30.4 (27.0)	28.6 (28.6)

*There were 23 pupils in the year group. Figures in brackets are for the previous year*

5. There has been insufficient progress in ICT since the previous inspection and standards remain well below the national average by the end of Year 2 and 6. Pupils underachieve in the subject. The school is aware of this and is beginning to tackle the issues through in-service training, improved resources and a review and change in the subject curriculum. The work seen indicates that standards in other subjects are as expected for pupils' ages, although experiences have been sporadic and key skills have not been developed progressively from one year to the next. Some good work was seen in dance and art and design.

6. Pupils with special educational needs (SEN) achieve well when receiving additional learning support. Well-trained classroom assistants support the pupils particularly effectively in English and mathematics lessons. The school has a number of effective short-term intervention strategies in English and mathematics, to help those pupils who are experiencing difficulties in learning. These boost pupils' confidence and strongly support their learning. The above average pupils are now doing much better than was suggested by their performance in the 2003 national tests. By the end of Year 6, their achievements in English, mathematics and science are good. There are no significant differences between the standards achieved by the small number of pupils of different ethnic backgrounds.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, values and behaviour are good. Their personal development and overall spiritual, moral, social and cultural development are well provided for and attendance and punctuality are also good.

### **Main strengths and weaknesses**

- The behaviour and attitudes of children in the Foundation Stage are very good
- Pupils' moral and social development is good
- Relationships throughout the school are good

### **Commentary**

7. Pupils' good attitudes and values have been maintained since the previous inspection. Pupils are introduced effectively into the routines in the Foundation Stage and respond quickly to the high expectations of all adults. From the earliest stages they come happily to school and are eager and ready to learn. They are fully prepared to work hard and participate fully in all activities. They show good levels of independence and persevere well with their tasks. This early enthusiasm continues throughout the school and by Year 6, pupils are mature and confident.
8. Behaviour throughout the school has also been maintained well since the previous inspection and continues to be good. Behaviour management by all staff is good. Pupils rise to the challenge of high expectations set by the school and, as a result, their behaviour in lessons is almost always good. When they come to school, in assemblies, in the dining hall, on the playground and even in the closely confined cloakroom areas in the corridors, pupils show that above average levels of orderly behaviour are consistently achieved. There have been no incidents of exclusion from the school in the recent past.
9. The school provides many good opportunities to promote the personal development of the pupils. All adults consistently promote social and moral development through their example and direction. Pupils confirm that they understand the rules and the sanctions if they misbehave. Pupils perform many jobs within the classroom and around the school and are extremely conscious of the environment and the need for conservation.

Effective use is made of the pupils' own cultural heritage but more could be done to develop awareness of the diversity of other cultures.

10. Relationships between the pupils have continued to be good throughout the school. Exemplified by the considerate attitude of the staff, all pupils show mutual respect and trust. Pupils constantly demonstrate a willingness to help each other and share resources. They work co-operatively and collaboratively together. There have been no exclusions and, therefore, the table on exclusions has been left out.
11. Attendance is above the national median and is good. Punctuality is also good. Virtually all pupils arrive at the school on time and many are early enabling the school to make a prompt and efficient start to the school day.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.5
National data	5.1	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall but is improving at a good pace. Teaching and learning are satisfactory and there is a reasonable curriculum with very good provision in the Foundation Stage and good provision for SEN. Care arrangements are good and links with parents and the community are strong.

### Teaching and learning

Though the standard varies through the school, teaching, learning and assessment are satisfactory overall

### Main strengths and weaknesses

- Teaching is consistently good and often very good in the classes with the youngest and oldest pupils
- Planning is good in all classes and a good start has been made to improving assessment and its use in matching work to pupils' needs
- There is strong teamwork and desire to improve
- Classroom assistants support teaching and learning very effectively
- The teaching of English and mathematics is good in Years 3 to 6 but the teaching of mathematics is unsatisfactory in the Year 1 and 2 class
- There are significant weaknesses in the teaching of ICT

## Commentary

12. There has been good improvement since the previous inspection. On the basis of the lessons seen and a scrutiny of pupils' past work, teaching and learning are satisfactory overall. However, there is some good teaching in almost all classes. There is some very good teaching in the mixed Reception and Year 1 class and in the mixed Year 5 and 6 class. This is a major reason for the good standards and achievement of pupils in these classes. More effective leadership from the headteacher and greater stability in staffing have also led to marked improvements. Teaching in the mixed Year 1 and 2 class is, however, only satisfactory and is not strong enough to make any significant impact on pupils' achievements. The enthusiastic and hard working newly qualified teacher does not inspire the pupils sufficiently and does not match teaching methods and the work set well enough to the pupils' needs. Although very little actual teaching of ICT was observed during the inspection, it is clear that there are significant weaknesses in teaching and learning. Much of this is down to staff changes, inadequate equipment and failure to develop skills progressively from one year to the next.
13. Teaching in the mixed Reception and Year 1 class is consistently good and often very good. Very good relationships between all adults and children inspire confidence in the children and the high expectations of all adults ensure very good behaviour and attitudes to work. There is very good integration of the children who attend part-time. They have settled very well, are learning effectively and are involved fully in all activities. Teaching rightly places consistent emphasis on the development of early reading, writing and number skills and the adults take every opportunity to consolidate and extend these in all the areas of learning. New and improved assessment procedures are having an increasingly successful impact on learning but are not yet fully embedded in the teaching.
14. All teachers have a strong desire to improve, are very receptive to feedback and are keen to undertake further training. They are enthusiastic and work together well as a team, supporting each other with planning and sharing expertise in subjects such as physical education. Relationships are good throughout the school and the generally high expectations ensure that pupils enjoy learning, are productive and behave well. Apart from computers, which are underused, teachers make effective use of resources to consolidate and extend learning. Classroom assistants support the teachers very effectively in meeting the needs of all pupils. They have a significant impact on the good teaching of pupils who have SEN.
15. The teaching of English and mathematics is mostly good in Years 3 to 6 and this leads to good achievement overall and high standards. Reading and writing are taught well in literacy lessons but not enough opportunities are provided for them to use these skills in support of other subjects. Pupils are taught to listen well in a variety of situations but more could be done to develop their satisfactory speaking skills in other subjects. The teaching of English is satisfactory in the mixed Year 1 and 2 class but the teaching of mathematics is unsatisfactory. In subjects other than English, mathematics and science, while pockets of work indicated some good teaching, the teachers do not develop key skills progressively.
16. Teaching of pupils in the mixed Year 5 and 6 class is of consistently high quality because it draws on a wide range of methods and strategies to fully exploit pupils' capabilities and inspires pupils' confidence to try out ideas. Pupils get fast feedback about how well they are doing and strive even harder to improve. This was well illustrated in a dance lesson where video footage of their past performance was used to show pupils how their work might be improved.

17. Pupils with SEN needs are fully included in all lessons. Teachers plan work that is matched effectively to their ability levels in English and mathematics although this is not so effective in other subjects where their achievements are satisfactory. The targets on the pupils' individual education plans are usually clear and comprehensive although they are sometimes not broken into sufficiently small, manageable steps.

18. Assessment is good in English, mathematics and science. Data from national tests and school testing is used well to track pupils' progress and identify strengths and weaknesses in learning. Teachers have introduced group and individual targets in literacy and numeracy but these need further development and refinement. Teachers use good questioning in all subjects in order to test understanding and pupils receive good feedback. In other subjects assessment is underdeveloped and does not impact sufficiently on pupils' learning. There are some good examples of marking that shows pupils how their work might be improved but this is not consistent across all classes.

**Summary of teaching observed during the inspection in 25 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	9	8	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

**The curriculum**

The school provides a satisfactory curriculum enriched by a good range of extra-curricular activities. The quality of accommodation is good.

**Main strengths and weaknesses**

- The school provides an effective curriculum in the core subjects of English, mathematics and science
- In other subjects the curriculum does not ensure that key skills are developed progressively from year to year
- There are good opportunities for enrichment through extra-curricular activities
- Insufficient time is allocated to the teaching of ICT and there is a shortage of resources

**Commentary**

19. The curriculum meets statutory requirements. At the time of the previous inspection, insufficient time was allocated to science and ICT. Current time allocations are adequate for all subjects except ICT where the time allocated remains inadequate to allow enough coverage of all aspects of the subject. The school's schemes of work are based securely upon nationally recognised schemes. Policies for all subjects have been successfully reviewed and revised since the previous inspection.

20. The school is sensibly evaluating the extent to which the curriculum enables all pupils to achieve well in all subjects. A scrutiny of national and end-of-year tests and an analysis of pupils' work in English and mathematics identified important issues. In mathematics, for example, staff agreeing to implement a common approach consistent with the National Numeracy Strategy

successfully addressed a lack of consistency in the teaching of written calculations. Analysis of pupils' assessment records helped teachers to identify pupils who would benefit from catch-up and booster classes. These have been well attended and this extended curriculum has helped to raise standards. Currently, the science curriculum is under review. Analysis of test results and pupils' work rightly identified the need to provide regular opportunities to develop scientific enquiry, to be addressed through incorporating scientific investigations into each unit of work.

21. Since the previous inspection, the school has developed a scheme of work for ICT. This has not secured continuity and progression in teaching because limited access to computers restricts its implementation. Laptop computers have been redistributed into classroom clusters for use in cross-curricular work but there are no timetabled lessons for the teaching of specific ICT skills.
22. In other subjects teachers decide when to implement units of work identified in long-term plans. This approach fails to ensure that learning routinely and progressively builds on the key skills that pupils have learned previously because there are long gaps between units of work and pupils often forget what they have learned. Opportunities to teach literacy, particularly speaking, writing, numeracy and ICT across the curriculum have not been identified in the planning of other subjects and consequently do not happen on a consistent basis.
23. All pupils are encouraged to participate fully in the life of the school. The needs of individuals are well met through a good programme for personal, social and health education. In the main, this is incorporated into religious education and science lessons, although there are discrete lessons for some classes. Sex and relationships education is taught in Year 6. There is a good programme to address alcohol and drugs misuse, run in collaboration with the police. This focuses pupils upon making appropriate choices.
24. The school has established very good links with the parish church and with its neighbouring secondary school. In addition to an induction visit before transfer, Year 6 pupils participate in a technology day. As a bridge between the schools, a literacy unit of work started in Year 6 is completed after transfer into Year 7. Teachers from the local secondary school visit Year 6 pupils in the summer term preceding transfer. Mathematics and science booster classes are run in conjunction with staff from the secondary school.
25. The school has successfully built a good programme of lunchtime and after-school sport and enrichment activities since the previous inspection. Field trips to Yorkshire and dramatic productions contribute to pupils' personal and social development effectively.
26. The school is well staffed to meet the needs of the curriculum. Teaching assistants are well qualified and make highly effective contribution to pupils' learning. Good accommodation is enhanced by attractive displays. The school does not have an ICT suite, but finance has been secured for its construction. Resources are adequate in all subjects except ICT. Insufficient computers, the absence of a data projector or other teaching tool and the lack of sensing equipment limit implementation of the ICT scheme of work.

## **Care, guidance and support**

The school makes good provision for the pupils' welfare in a safe and caring environment. Good support and guidance is provided for pupils' personal needs. Processes for seeking pupils' views are satisfactory.

### **Main strengths and weaknesses**

- Effective procedures ensure that pupils work in a healthy and safe environment
- Pupils trust members of staff who provide very sensitive support and guidance for their personal needs
- Good induction arrangements ensure smooth transitions when pupils start and leave the school

### **Commentary**

27. Staff work hard and successfully to provide an environment that is safe. All staff are diligent in their search for emerging hazards that might cause danger to the children. When potential issues are identified effective remedial action is implemented. All equipment is properly checked to ensure the children's safety. There are effective arrangements for child protection. All staff know the signs to look for and the procedures to follow if their suspicions are aroused.

28. Relationships have been maintained since the previous inspection and continue to be good. Staff know the pastoral strengths and weaknesses of the pupils. In turn, pupils show high levels of trust in members of staff who provide sensitive support for pupils' personal needs. Pupils confirm that they know whom to approach if they have a problem. They confirm that there is very little incidence of bullying or harassment and they are confident that staff will deal effectively with any issues.

29. The school is developing good mechanisms to involve the pupils in the work of the school. Led by the headteacher, all pupils are informally counselled during the school day. Plans for the creation of a school council are in place and the initial council members have been elected.

30. Good quality induction procedures enable the children to feel comfortable from the moment that they start school. The school provides parents with good quality information that enables them to be reassured and in turn to reassure their children. Older pupils confirm that they are well prepared for the move to their next school.

### **Partnership with parents, other schools and the community**

The school has good links with parents and the community. Links with other schools and colleges are also good.

### **Main strengths and weaknesses**

- The school has effectively improved the access and quality of the partnership with parents since the previous inspection
- Visits into the community and visitors from the community are used effectively to enhance the pupils' learning
- The school works effectively with partner schools and colleges



## **Commentary**

31. Members of the community contribute effectively to pupils' learning and links with the community are good. Educational and residential visits are both used regularly and effectively to further extend the range of community support.
32. A few parents expressed concerns about the frequency and quality of information provided by the school. While there were weaknesses in the process, the school has recently improved the communications with parents. Regular newsletters inform parents about forthcoming events and activities. There are ample formal and informal opportunities that enable parents to have good quality access to staff to discuss any matters. Information provided for parents in the annual reports is good. Reports contain much detailed information about what the pupils know, understand and can do. In addition, they tell parents about the progress the children have made. They contain targets for improvement, although these are occasionally too general.
33. Parents are encouraged to become involved in the life of the school and some respond positively. As well as helping in the classroom and around the school, they also help out on trips and visits. In addition, the Parent/teacher Association is active in fundraising and social activities. The school values highly the efforts of parents, visitors and other members of the community for the valuable contributions that their efforts make to the quality of education and the children's learning.
34. Links with other schools are active and effective. Induction arrangements are supportive and assist the smooth transition of pupils into this school and onto their next school. Relationships between key personnel are focused particularly on matters that affect the pupils.

## **LEADERSHIP AND MANAGEMENT**

The headteacher, supported by an effective governing body, provides good leadership. The management of the school is satisfactory overall.

### **Main strengths and weaknesses**

- The headteacher has high aspirations for the school and has been instrumental in initiating rapid improvement
  - The school's commitment to inclusion, equality and concern for the needs of individuals are strong
  - The strength of the teamwork is a major factor in helping the pupils to achieve
  - The governing body provides good support
  - The promising new initiatives are not yet embedded in the work of the school
35. The governing body and the headteacher are united in their determination to move the school forward and have achieved much in a relatively short period of time. Standards are rising as the impact of more rigorous guidelines for teaching and learning begin to take effect.

36. The leadership provided by the headteacher is good. His commitment to the school and to the ethos of social inclusion has secured the school's growing reputation within the community. His initiatives have reversed the recent downward slide of the school and have built a firm foundation for its future development. These now need embedding in the ethos of the school through rigorous monitoring and evaluation. Although not all of the issues of the last inspection have been resolved, notably the issue relating to ICT, there have been significant improvements in the overall quality of the educational provision since he took up his post. Pupils of all abilities and backgrounds are happy to come to school; this is reflected in rising pupil numbers, the improved level of attendance and the positive response of the parents in the questionnaire and at the meeting prior to the inspection. The school improvement plan is a good blueprint for future development.
37. The school is satisfactorily managed. Although all of the teaching staff are relatively new to the school, there is a strong sense of teamwork. Responsibilities for subject leadership have been allocated sensibly and this has contributed to a growing sense of purpose. Literacy and the Foundation Stage are managed well and this has led to better opportunities for the children to learn. However, most of the subject leaders have more than one responsibility and they are in the early stages of developing their role. They recognise that much work needs to be done, for example, to improve the provision in subjects such as ICT throughout the school and mathematics by the end of Year 2 and for them to gain a more accurate view of standards, teaching and learning across the school.
38. The governors fulfil their statutory duties well. They are supportive of the school and a few who can take an active part in supporting the pupils' learning by working in the school. There is an efficient committee structure that enables the governing body to monitor the finance, the staffing levels, the curriculum and the premises. Through their close monitoring of the work of the school, the governors make a well-informed contribution to school improvement planning. Their annual report for parents provides clear and useful information about the life of the school. Governors are involved in training and show a good awareness of current issues.
39. The office and administrative staff provide a welcoming first point of contact and a very efficient service. The day-to-day financial management of the school is good. This is the result of the effective partnership between the local education authority and the school to establish financial systems that are relevant and effective. The strategic use of finance is good. The school ensures that specific grants, for example for special educational needs, are correctly spent. All expenditure is carefully tracked in line with best value principles and the budget is updated continuously to show the current state of the school's finances.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	421,223	Balance from previous year	21,831
Total expenditure	417,470	Balance carried forward to the next	3,752

Expenditure per pupil	2,214
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

40. Children are admitted on a full time basis to the mixed Year 1 and Reception class in the term prior to their fifth birthday. In addition, younger four year olds are given the opportunity to attend with the Reception children on a part-time basis for two afternoons per week rising to three afternoons in the term before they attend full-time. Whilst all ability groups are represented on entry to the Reception class, assessments carried out soon after children start indicate that attainment for most children is below average.
41. Since September 2004, the new teacher with very good support from the local education authority link adviser and the headteacher has reorganised and improved provision for the children and this is now very good. Teaching is consistently good and children of all abilities, including those who have SEN achieve well in all areas of their learning. Most are on course to achieve the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development and to exceed the goals in their personal, social and emotional development. The children who attend on a part-time basis are well taught. They are integrated very well into the mixed Reception and Year 1 class, make rapid progress and learn much from the older children.
42. There has been good recent development of assessment procedures and the use of the information gained to inform subsequent planning. This is now satisfactory and beginning to have a positive impact on teaching and learning. Despite good efforts from the staff to make the best of the secure outdoor play area, the area is not particularly inspiring and there are few large toys for the children to use.

It was not possible to form a secure judgement about provision in children's physical and creative development. However, teachers' planning, discussion with the children, observation of their past work and the attractive displays of work indicate that children make good progress and most attain the early learning goals in these areas. In **physical development** the teacher provides good opportunities for the children to develop control skills using a variety of tools and construction toys. Most children are quite adept at cutting and sticking and making simple models for objects such as art straws and play dough. There was little evidence of computers being used in the activities observed. The one large wheeled toy is used well to develop control and co-ordination by steering around a series of cones. In **creative development** children have opportunity to experiment with a variety of materials. The children who attend part-time, for example, create prints using a variety of vegetables. Children have good opportunities to make music, paint and use their imagination through role-play.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- Teaching is very good and children achieve very well
- Teachers have high expectations and establish good routines
- Adults provide very good role models for the children

## Commentary

43. Most children enter school with below average skills in personal and social development. With very good teaching by the class teacher and two teaching assistants, most children are likely to exceed the early learning goals in this aspect of their learning. This represents very good achievement. Very good routines are established and children quickly learn what is acceptable and unacceptable behaviour. The exciting range of activities provided develops a love of learning and fosters children's natural inquisitiveness. All adults have high expectations of behaviour and children's involvement in all activities. They provide good role models for the children through their own courteousness and respect for each other. The children who attend part-time are integrated well into class activities and encouraged to become independent. Children work together well and contribute effectively in whole class and small group activity. Many work well independently and can be seen choosing and reading books at snack times. Children co-operate well when working in pairs, for example, when taking turns to take part in a mathematics hopscotch game. Equipment and resources are readily accessible and children are encouraged to get out and tidy them away. Adults appreciate the importance of role-play in children's personal, social and emotional development and a wide range is planned, for example, working in the mock post office.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

### Main strengths and weaknesses

- The teaching of early reading and writing skills is very good
- Pupils achieve very well and are on course to meet the early learning goals
- Literacy skills are developed well in play activities

## Commentary

44. Most children enter the Reception class with below average communication skills. Teaching is consistently good and helps children of all abilities to achieve very well. All staff ask relevant and well-focussed open-ended questions requiring children to think and respond appropriately. Children enjoy listening to stories and are strongly encouraged to read at school and at home. Children talk about the books they have looked at and are aware that print carries meaning. They readily go to the book corner when given a choice and handle books with care. Children make good progress in their knowledge of initial letter sounds and greatly enjoy playing games to develop the skill, for example, they excitedly take objects from a bag and in turn say what letter the object begins with. Most children recognise simple words, sounds and captions round the classroom and the above average children are already beginning to read simple texts.

45. Children make a good start to their writing. Through developing their ability to discriminate between letters and learning sounds, they are effectively developing reading and writing skills in parallel. In specific handwriting activities they are taught the correct formation of letters by tracing them in the air and chanting the correct way

to write them, for example, when forming the letter 'a' they chant 'round, up and flick'. Well planned role play activities encourage the children to make marks, 'pretend' write and develop speaking and listening skills, for example, in the mock post office they fill in forms and answer the telephone. Pupils are encouraged to write their names independently, for example when signing up to use the toy tractor in the outside play area. Speaking and listening is developed well from the time they begin in the class. In a good activity with the children who attend part-time, children were encouraged to use their voices to make different sounds to accompany a story. Because of the very good relationships in the class, good whole class discussions sessions encourage children to respond knowing that their contributions will be valued.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well because of good teaching
- Children are developing a love of mathematics
- Resources are used well to consolidate and develop learning

### **Commentary**

46. Because of effective teaching by all adults, children make good progress and most are likely to reach the early learning goals. Resources are used well to stimulate learning and good opportunities are taken to link literacy and numeracy skills. In one activity, for example, the teacher used a xylophone effectively to develop listening and counting skills. In another, the story of the Lighthouse Keeper's lunch was used effectively to help children's understanding of early addition and subtraction. Children worked out how many cakes the lighthouse keeper had and how many were left after he had eaten some. Peg boards, pegs and picture cards are used to consolidate number concepts well. Number songs and rhymes encourage counting together and add to pupils' enjoyment of the subject. Early mathematical vocabulary is developed well in activities such as cake making where quantities of ingredients are spooned out onto a balance and children are encouraged to use terms such as heavier and lighter, more and less. Role-play activities are imaginatively used to provide opportunities for children to apply their emerging knowledge, for example when preparing a picnic for a set number of children. These activities help prepare the children for investigative work in the National Curriculum.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Children are developing a good knowledge of the world around them
- Their natural curiosity is nurtured effectively

### **Commentary**

47. In well-planned topics such as 'ourselves' children begin to understand more about the place where they live and what happened to them since they were babies. They are

able to draw simple picture maps of the various areas of the school, for example, the office and main hall. They draw picture maps of the park including swings, slides and roundabouts. Simple designs for a slide, develop early ideas for work in design and technology. Children know that there are various sources of light and draw pictures to show these. They are beginning to ask questions about why things happen and how things work. When designing their own Indian hand paintings, they start to develop an awareness of different cultures. Children are encouraged to investigate objects and materials by using their senses.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards are above average in Year 6 and achievement is good
  - The subject is well led and managed
  - Procedures for assessment are good and are used well
  - The range of opportunities to write in subjects other than English is limited
  - There are too few opportunities for the pupils to discuss their work and to develop their speaking skills
48. The pupils enter school with below average communication skills. Pupils achieve satisfactorily through Years 1 and 2 and standards in reading and writing are average. In Years 3 to 6 the pupils achieve well and standards are above average by the end of Year 6. This is because they are well taught, particularly in Years 5 and 6. Pupils' listening skills are generally better than their speaking skills.
49. Most teachers manage their pupils well and have good relationships with them. As a result, the majority of pupils listen well to their teachers, although some need a good deal of encouragement to join in discussions. Many pupils lack confidence, have a restricted vocabulary and rely too heavily on their classmates to answer the teachers' questions. The school recognises the need to develop a more structured approach to improving the pupils' speaking skills.
50. Pupils on the register of special educational needs make good progress towards the targets set for them. Their needs are identified appropriately and the teaching assistants provide good support to enable them to participate in lessons and work towards the development of early reading and writing skills. When necessary, programmes of work such as that for Additional Literacy provide good support for those who need it.
51. The quality of teaching is good. It is satisfactory overall in Years 1 and 2 and good overall in Years 3 to 6. This leads to good achievement by the end of Year 6. In the stronger lessons, the teachers engage the interest of the pupils well by using a range of strategies that are appropriately pitched. They involve the pupils well in discussions and their questioning skill ensures that pupils are challenged to develop their vocabulary and experiment with language. This is particularly evident in lessons for the pupils in the Year 5 and 6 class where the teacher captures the imagination of her class by discussing the apparent disappearance of the class

mascot. This motivates the pupils to write elaborate stories to explain the mystery. In lessons that are otherwise satisfactory, there is a lack of structure to the lesson that limits the pupils' writing. In most classes the pupils have established good working habits. Reading is well taught with good emphasis on building up expression in pupils' reading and effective strategies such as the teaching of letters sounds to read unfamiliar words. The ends of lessons are mainly used appropriately both to reflect on what the pupils have learned and in the more effective lessons to provide further challenges for the pupils to use and apply their knowledge and skills. The quality of teachers' marking is good. They make good reference to pupils' targets and give good suggestions for improvement.

52. The subject is well led and managed. The co-ordinator has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information, alongside that gained from the assessment of pupils' attainment in the Reception class, is used successfully to plot the progress of pupils as they move through the school. Most teachers make good and regular reference to the targets for the lessons. This ensures that the pupils are clear about their learning and concentrate well. Strong partnerships have been established with the parents to encourage a shared approach to teaching the children to read.

### **Language and literacy across the curriculum**

53. There are too few opportunities for pupils to develop their speaking and writing skills in other subjects such as science and history. On too many occasions, the pupils are not required to express their ideas independently. For example, the pupils are asked to copy the outcomes of science experiments rather than record their own findings. Furthermore, there are too few opportunities for the pupils to use their ICT skills, particularly word processing, to develop their language skills.

## **MATHEMATICS**

Overall, provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Very good teaching in the Year 6 class has contributed to the significant improvement in standards by the end of Year 6
- Standards at the end of Year 2 are not high enough and teaching in the class for Year 1 and 2 pupils is not strong enough
- Assessment information is used well to identify Year 6 pupils needing targeted support to catch up
- Pupils' problem solving skills are developed well

### **Commentary**

54. Standards in mathematics at the end of Year 6 are above average and have improved since the previous inspection. This follows three years when the school's performance in mathematics was below the national averages and pupils underachieved. In contrast, standards for pupils at the end of Year 2 are below average and achievement is patchy, being good for pupils in the mixed reception and Year 1 class but unsatisfactory for pupils in the mixed Year 1 and 2 class.



55. The school has focused most of its efforts upon raising standards at the end of Year 6. Lesson planning has been sharpened to provide clear learning objectives. These have been analysed carefully to identify what pupils need to learn to achieve them. Opportunities to assess the extent to which pupils achieving them have been built into lessons. Records of pupils' progress against key learning objectives have helped to identify the pupils needing targeted support to achieve the standards expected. Adjustments to planning to match pupils' needs, setting individual targets for pupils and catch-up classes after school have contributed to improved standards. However, these initiatives are not yet embedded right across the school.
56. Recent high staff turnover has disrupted learning for pupils and this has led to gaps in the learning of the younger pupils. For example, a range of strategies for deriving new facts from known facts has not been developed systematically and this restricts pupils' ability to make mental calculations. Teaching is not strong enough to bring significant improvement in standards. Preparation for teaching does not focus sufficiently upon analysing the learning objectives to identify the key teaching points that need to be made to enable pupils to make progress. Day to day assessment to support learning is not well established. Crucially, insufficient use is made of probing questions to gauge pupils' understanding to ensure that teaching and tasks are pitched to provide appropriate challenge.
57. Teaching is good in most classes but there are weaknesses in the teaching of mathematics in the class for pupils in Year 1 and 2. Teaching is very good in the class for the younger Year 1 pupils and in the class for Year 5 and 6 pupils. Very effective teaching is based upon a thorough understanding of what their pupils already know, understand and can do and of the next steps in learning. Lessons are well structured and key teaching points are modelled and represented in a variety of ways. Pupils are expected to be active learners, thinking for themselves, solving problems and expressing their ideas clearly, both orally and on paper. Teachers develop these skills through asking sequences of challenging questions that promote thinking and help pupils to refine their answers. The emphasis is upon learning, so no time is wasted. Classroom routines are well established, practice is kept to a minimum before advancing to the next stage of learning and time limits are set for the completion of tasks. Teachers use probing questions continuously to assess pupils' understanding and adjust their lessons to maximise the pace of learning.
58. There is a good rapport between teachers, teaching assistants and pupils. Teaching assistants are well briefed by teachers, enabling them to provide good support throughout lessons. In most classes pupils are keen and work well together to develop their ideas. However, pupils' standards of behaviour slip when teaching fails to capture their interest.
59. Leadership of the subject is satisfactory and improving. It has been instrumental in raising standards by the end of Year 6. Analysis of pupils' books and end of year test results identified areas of mathematics needing development. Good assessment systems were introduced into Year 6 and are being developed well throughout the school. The co-ordinator recognises the need to monitor lessons as well as systems to ensure consistent and effective implementation.

## Mathematics across the curriculum

60. Mathematical skills are developed satisfactorily in other subjects. In science, for example, Year 1 and 2 pupils collect and record data from scientific investigations onto tables. When devising fair tests, pupils in Years 3 and 4 select appropriately the measuring equipment they wish to use. Pupils in Years 5 and 6 apply their knowledge of reading scales to interpret readings on force meters.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Very good teaching in the Year 5 and 6 class is contributing to the significant improvement of standards by the end of Year 6
- A greater emphasis upon scientific enquiry is helping to improve pupils' performance.
- There is good leadership and management of the subject.

### Commentary

61. Since the previous inspection more time has been allocated to teaching science and standards at the end of Year 6 have improved after a period of decline. Standards by the end of Year 6 are now above average and pupils achieve well. The 2004 teacher assessments for pupils at the end of Year 2, indicated that standards were well below the national average. Different teachers taught these pupils during the academic year and this made accurate teacher assessment difficult to achieve. Inspection evidence indicates that standards for pupils now in the school are average and achievement is satisfactory.

62. Pupils in Year 2 sort materials into groups according to their properties. They compare the distances travelled by a toy car placed on ramps with different slopes. Through these activities pupils are beginning to develop the idea of fair testing. This idea is developed well for older pupils in investigations such as dissolution of solids and magnetism. In investigations into sound, pupils in Year 6 explain how to make a range of changes to alter the pitch or loudness of a sound.

63. Teaching is good overall. Very good teaching in the class for Years 5 and 6 helps these pupils to achieve particularly well. The school is placing greater emphasis upon planning scientific investigations and this also contributes well to improved standards. Throughout the school, pupils are involved in conducting experiments and there is a consistency in the use of terms to identify each stage of the process. Very good teaching is marked out by the higher proportion of time allocated to critical analysis at the planning stage, ensuring pupils develop a more rigorous scientific approach as well as increasing their subject knowledge. The teacher focuses upon each detail of the plan in turn, asking questions to encourage pupils to reflect before generating their ideas, then subjects a few of these to rigorous scrutiny. This provides a model to help pupils to systematically analyse, evaluate and refine each element of the plan for their own experiment before advancing to the next step. This also encourages pupils to think

around the issues of scientific enquiry relevant to each stage of the process. Because these experiments are well planned, they can be conducted efficiently, yielding clear results for interpretation to deepen pupils' subject knowledge.

64. Learning is less effective when teachers do not ensure pupils have a clear understanding of the purpose of an experiment or when experiments are not well thought out before plans are implemented. Where teachers set high expectations and challenge pupils to think for themselves they engage well in lessons and develop a positive approach to learning.
65. Subject leadership and management are developing well. The subject co-ordinator has been in post for one term only. During this short period of time, he has introduced a good science assessment record to track pupils' progress and is analysing the science scheme of work to identify further opportunities to incorporate scientific enquiry. He has not had the opportunity to monitor work in classrooms to disseminate effective practice throughout the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **poor**.

### **Main strengths and weaknesses**

- Standards are well below average and pupils make inadequate progress.
- The pupils do not have well planned opportunities to develop their ICT skills
- There are insufficient resources to meet the needs of the curriculum
- There is still work to be done to develop ICT across the curriculum

### **Commentary**

66. No lessons to develop ICT skills were observed during the time of the inspection. Evidence has been gathered through observation of the use of ICT in other subjects, through analysis of pupils' work and discussions with teachers and pupils.
67. Standards were judged to be below average at the time of the previous inspection. There has been unsatisfactory progress since then and standards are now well below the rapidly rising national expectations. The co-ordinator has recently developed a scheme of work to ensure progression for learning but this is not yet embedded in the development of the subject. Pupils have limited access to computers and make inadequate progress in the development of their ICT skills. The previous report identified the need to improve resources. This has been limited to the purchase of software. Staff changes rather than training account for the lack of development of staff expertise.
68. Pupils have had access to limited opportunities to develop their skills until very recently. In Year 1, pupils use word processing software to write their names. They begin to develop mouse control through using a CD-Rom. Pupils in Year 6 use a word processing package to lay out a page in the style of a newspaper and investigate different ways in which information can be presented. For example, they can use a range of fonts and colour effects to create a thank-you letter. They enter data into a data-handling program and represent it as a graph. They use a search engine to find information but have not advanced to use ICT to combine and refine information from various sources.

69. Arrangements for teaching ICT have changed in the last term. Lessons are no longer timetabled to ensure that each class has access to the school's 16 laptops each week. Instead, clusters of laptops are located in each class to facilitate their use in other subjects. Without discrete ICT lessons, opportunities for pupils to develop new skills are very limited and some teachers resort to providing pupils with sheets of instructions to follow. Evidence of pupils' work is limited and most is not marked. No whole school assessment system is used to keep track of the development of pupils' ICT skills.
70. There is a lack of continuity and progression in the teaching of ICT skills. For the older pupils in particular, significant elements of the scheme of work have not been fully implemented. Where the programme of work for preceding years has not been taught, teachers recognise the need to develop these skills before pupils can advance. Teaching some units of work requires specialised sensing equipment that the school does not possess. Crucially, the current distribution of computers inhibits the direct teaching of ICT skills and further limits pupils' progress. In most classes it has not increased pupils' access to computers. Rather, it has increased opportunities for using ICT in other curriculum areas at the expense of skills development.
71. Leadership and management of the subject have clearly been unsatisfactory. The coordinator has been in post for one term and recognises the need to raise standards. A comprehensive action plan has been developed. This identifies the need to teach ICT as a discrete subject as well as using ICT more extensively to support learning across the curriculum. It highlights the need to develop assessment, monitoring and recording systems. The plan includes provision for an ICT suite with 15 computers funded through a local education authority loan.

### **Information and communication technology across the curriculum**

72. Opportunities for using ICT have not been identified in the schemes of work for other subjects. Younger pupils in particular have insufficient opportunity to develop ICT skills across the curriculum. Older pupils practise and consolidate previously learned skills, particularly those associated with word processing and the use of search engines. In literacy, Year 5 and 6 pupils presented their reports of a flood in the style of a newspaper and used the Internet to conduct research as part of their work on the Tudors. Opportunities to apply recently acquired skills or to develop new ICT skills through another subject are limited.

### **HUMANITIES**

73. One lesson was seen in history but, due to the way in which history and geography are organised in termly blocks of work, there were no geography lessons taught during the inspection. Inspectors also looked at pupils' past work, teachers' planning and spoke to groups of pupils. There was insufficient evidence to make a secure judgement on the quality of the provision in the two subjects. The work seen was similar to that expected for pupils' age.
74. In **history**, pupils in Year 6 have a secure knowledge of key periods in the history of the United Kingdom, including the Roman occupation, the Vikings, the Tudors, the Victorians and the two World Wars. In discussion with pupils, their knowledge and interest in the subject has been clearly enhanced by visits to places of historical interest linked to these topics, for example, they talked enthusiastically about past visits to the York Viking museum and the war museum of Eden camp. In a good lesson for pupils in

the Year 5 and 6 class pupils worked productively using a variety of reference books and the Internet well to find information on Tudor houses. Note taking skills were used effectively to record relevant information. The teachers' good subject knowledge, planning, organisation and enthusiasm for the subject were key strengths in the teaching.

75. In **geography**, pupils develop secure mapping skills and are able to locate the main countries of the world, the countries that make up the United Kingdom and the key cities and rivers. Pupils in Year 6 have a reasonable knowledge of the geographical features of rivers and mountains. The older pupils have attended a residential visit to North Yorkshire where they have been able to study the similarities and differences between their own and another area. Pupils say that they have not used the local area in their geography work and this is an opportunity missed by the teachers to bring the subject alive for the pupils. There is very little evidence of computers supporting work in the subject.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

76. No lessons were seen in art and design, design and technology and music. Inspectors looked at the work that was available, spoke to pupils and observed pupils' singing in assemblies. It is not, therefore possible to make a secure judgement on the quality of the overall provision in these subjects.
77. In **art and design**, there is evidence of work that is better than normally seen for pupils' age. In the class for pupils in Years 4 and 5 pupils have used pastel and chalk effectively to produce impressive representations of pictures in the style of Pieter Bruegel. Prior to working in pastels, pupils have used sketchbooks well to practise various techniques to gain different effects in their work. Pupils in the Year 5 and 6 class have produced carefully observed drawings of athletes in action linked to work in physical education. Good use was made of video footage of the Olympic Games to support the work. These pupils have also used a computer program to create a fresco. Pupils' skills in art and design support work in other subjects well. In religious education, for example, pupils have used a variety of media impressively to represent the creation story and in history they have produced well-painted portraits of Tudor monarchs.
78. In **music**, the school is beginning to enrich the curriculum through extra musical activities. For example, the school recently performed a version of *Oliver*, which was considered to be a great success by pupils and parents alike, and a choir now meets on a weekly basis. The music of great composers greets pupils as they enter assembly. The school provides pupils with opportunities to broaden their musical experiences by playing a variety of instruments.
79. In **design and technology**, pupils' work shows that they progress satisfactorily in making and evaluating. Year 6 pupils evaluated the quality of biscuits and demonstrated understanding that the quality of the product depends on how well it is made. Evidence of opportunities for pupils to develop their design capability is limited.

### **Physical education**

Provision is **good**.

## Main strengths and weaknesses

- In the one dance lesson observed, teaching and learning were very good
- All elements of the subject receive good coverage
- Pupils enjoy the subject and work hard to improve

## Commentary

80. Provision has improved since the previous inspection. Leadership and management of the subject are satisfactory given the relatively short period of time that the co-ordinator has had responsibility for the subject. Games, gymnastics, dance, athletics and swimming receive appropriate coverage and a good range of out of lesson activities support the curriculum effectively and add substantially to pupils' enjoyment and enthusiasm for the subject. Pupils now have opportunities to compete against other schools in netball, hockey, football, cricket and athletics. Local sports clubs provide additional coaching in cricket, football, dance and basketball. These activities have a good impact on pupils' achievements in the subject.
81. It was only possible to observe one lesson in gymnastics for pupils in the Year 1 and 2 class and one lesson in dance for pupils in the Year 5 and 6 class. Standards were as expected for pupils' age in gymnastics but in dance were better than normally seen. In both lessons planning was good and activities included suitable warm-up activities. Teachers and pupils were dressed appropriately and teachers and classroom support assistants all joined in with the pupils, modelling the correct techniques. In the satisfactory lesson for pupils in the Year 1 and 2 class, pupils were made aware of the effects of rapid exercise on their bodies and attention was drawn to safety issues. Whilst pupils achieved reasonably well in developing a sequence of gymnastic movements, too much time was spent waiting in groups to participate actively. In the very good dance lesson, pupils achieved very well in creating a sequence of dance routines to music with a polished final performance linked to work in gymnastics on large apparatus. Video footage of their own previous work was used very well to encourage improvement.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **good**.

## Main strengths

- The provision for the children in the Foundation Stage establishes a very good basis for further learning
- There is a strong sense of school community
- The school is continuing to develop opportunities for citizenship

## Commentary

82. Children in the Foundation Stage make a very good start to their learning. Almost all are likely to attain and many are likely to exceed the Early Learning Goals in their personal, social and emotional development before they leave the reception class. The children are very secure and happy and quickly form very good relationships with adults and others in the school.
83. Throughout the school, adults provide a secure and happy environment where all are valued. Pupils learn to respect each other and accept that some pupils need special support. Teaching assistants, dinner supervisors and all of the adults working in the

school treat pupils with respect and set a very good example to which the pupils respond. Each week the teachers organise class discussions to enable the pupils to deal with emotions, feelings and their response to certain situations such as bullying. In a particularly effective lesson for the Year 4 and 5 class, the pupils developed good understanding of the cultural diversity within the city of Nottingham. Because the lesson was managed with great sensitivity, the pupils learned about the many attributes that people have in common regardless of their ethnic background.

84. Good opportunities are provided for pupils to work with others. For example, the school is preparing to start a school council to enable representatives from each class in Years 3 to 6 to discuss their views of the school. Pupils, in Year 6 in particular, have many responsibilities around the school and are provided with the opportunity to take part in residential visits to develop their confidence and skills of co-operation in outdoor activities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4



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*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*